

## L W Conder Elementary

8040 Hunt Club Road  
Columbia, South Carolina 29223

<b>Grades</b>	PK-5 Elementary School	
<b>Enrollment</b>	597 Students	
<b>Principal</b>	Shirley Watson	803-736-8720
<b>Superintendent</b>	Dr. Stephen W. Hefner	803-787-1910
<b>Board Chair</b>	William Flemming, Jr., DMD	803-736-0015

# THE STATE OF SOUTH CAROLINA 2006 ANNUAL SCHOOL REPORT CARD

### ABSOLUTE RATING

### AVERAGE

Absolute Ratings of Elementary Schools with Students like Ours

Excellent	Good	Average	Below Average	Unsatisfactory
0	6	55	44	4

### IMPROVEMENT RATING

### UNSATISFACTORY

### ADEQUATE YEARLY PROGRESS

### YES

This school met 17 out of 17 objectives. The objectives included performance and participation of students in various groups.

Definition: As required by the United States Department of Education, Adequate Yearly Progress specifies that the statewide target is met for All Students and for the following subgroups: Racial/Ethnic, Subsidized Meals, Disability, and Limited English Proficiency.

### SOUTH CAROLINA PERFORMANCE GOAL

By 2010, South Carolina's student achievement will be ranked in the top half of the states nationally. To achieve this goal, we must become one of the fastest improving systems in the country.

**PERFORMANCE TRENDS OVER 4-YEAR PERIOD**

	<b>Absolute Rating</b>	<b>Improvement Rating</b>	<b>Adequate Yearly Progress</b>
<b>2003</b>	Good	Below Average	Yes
<b>2004</b>	Good	Unsatisfactory	Yes
<b>2005</b>	Average	Unsatisfactory	Yes
<b>2006</b>	Average	Unsatisfactory	Yes

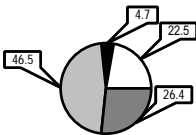
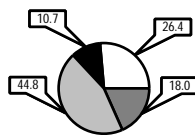
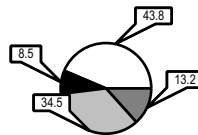
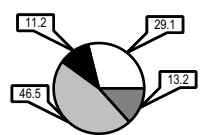
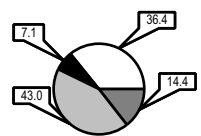
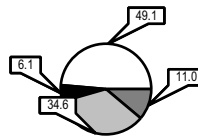
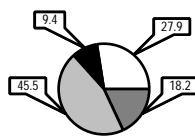
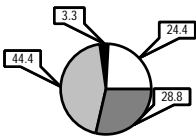
**DEFINITIONS OF SCHOOL RATING TERMS**

- Excellent – School performance substantially exceeds the standards for progress toward the 2010 SC Performance Goal
- Good – School performance exceeds the standards for progress toward the 2010 SC Performance Goal
- Average – School performance meets the standards for progress toward the 2010 SC Performance Goal
- Below Average – School is in jeopardy of not meeting the standards for progress toward the 2010 SC Performance Goal
- Unsatisfactory – School performance fails to meet the standards for progress toward the 2010 SC Performance Goal

**PERCENT OF STUDENT PACT RECORDS MATCHED FOR PURPOSES OF COMPUTING IMPROVEMENT RATING**

Percent of students tested in 2005–06 whose 2004–05 test scores were located.

95.9%

**PALMETTO ACHIEVEMENT CHALLENGE TESTS (PACT)****English/Language Arts****Mathematics****Science****Social Studies****Our School****Elementary Schools with Students like Ours****Definition of Critical Terms**

	<b>Advanced</b>	Very high score; very well prepared to work at next grade level; exceeded expectations
	<b>Proficient</b>	Well prepared to work at next grade level; met expectations
	<b>Basic</b>	Met standards; minimally prepared, can go to next grade level
	<b>Below Basic</b>	Did not meet standards; must have an academic assistance plan; the local board policy determines progress to the next grade level

**Abbreviations for Missing Data**

**N/A** Not Applicable    **N/AV** Not Available    **N/C** Not Collected    **N/R** Not Reported    **I/S** Insufficient Sample

**PACT PERFORMANCE BY GROUP**

	<i>Enrollment 1<sup>st</sup> Day of Testing</i>	<i>% Tested</i>	<i>% Below Basic</i>	<i>% Basic</i>	<i>% Proficient</i>	<i>% Advanced</i>	<i>% Proficient and Advanced (adj.)</i>	<i>Performance Objective Met</i>	<i>Participation Objective Met</i>
<b>English/Language Arts – State Performance Objective = 38.2%</b>									
All Students	308	95.1	20.2	46.9	28.0	4.9	50.2	Yes	Yes
<b>Gender</b>									
Male	155	94.2	27.5	45.0	25.0	2.5	40.0	N/A	N/A
Female	153	96.1	13.0	48.8	30.9	7.3	60.2	N/A	N/A
<b>Racial/Ethnic Group</b>									
White	20	100.0	5.3	42.1	42.1	10.5	57.9	I/S	I/S
African American	220	94.1	17.5	49.7	29.8	2.9	51.5	Yes	Yes
Asian/Pacific Islander	12	100.0	18.2	18.2	27.3	36.4	72.7	I/S	I/S
Hispanic	47	95.7	26.5	55.9	14.7	2.9	41.2	I/S	Yes
American Indian/Alaskan	2	100.0	I/S	I/S	I/S	I/S	I/S	I/S	I/S
<b>Disability Status</b>									
Not Disabled	282	100.0	19.9	47.0	28.0	5.1	50.0	N/A	N/A
Disabled	26	42.3	I/S	I/S	I/S	I/S	I/S	I/S	I/S
<b>Migrant Status</b>									
Migrant	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Non-Migrant	308	95.1	20.2	46.9	28.0	4.9	50.2	N/A	N/A
<b>English Proficiency</b>									
Limited English Proficient	53	94.3	40.5	32.4	16.2	10.8	35.1	I/S	Yes
Non-Limited English Proficient	255	95.3	16.5	49.5	30.1	3.9	52.9	N/A	N/A
<b>Socio-Economic Status</b>									
Subsidized meals	241	94.6	22.5	51.8	24.1	1.6	44.5	Yes	Yes
Full-pay meals	67	97.0	11.5	28.8	42.3	17.3	71.2	N/A	N/A

<b>Mathematics – State Performance Objective = 36.7%</b>									
All Students	308	96.1	23.2	46.3	19.1	11.4	45.9	Yes	Yes
<b>Gender</b>									
Male	155	94.2	22.5	46.7	17.5	13.3	45.8	N/A	N/A
Female	153	98.0	23.8	46.0	20.6	9.5	46.0	N/A	N/A
<b>Racial/Ethnic Group</b>									
White	20	95.0	11.1	22.2	38.9	27.8	72.2	I/S	I/S
African American	220	95.5	25.3	48.3	17.8	8.6	43.7	Yes	Yes
Asian/Pacific Islander	12	100.0	9.1	9.1	27.3	54.5	81.8	I/S	I/S
Hispanic	47	97.9	11.4	68.6	14.3	5.7	37.1	I/S	Yes
American Indian/Alaskan	2	100.0	I/S	I/S	I/S	I/S	I/S	I/S	I/S
<b>Disability Status</b>									
Not Disabled	282	99.6	21.3	46.8	20.0	11.9	48.1	N/A	N/A
Disabled	26	57.7	63.6	36.4	0.0	0.0	0.0	I/S	I/S
<b>Migrant Status</b>									
Migrant	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Non-Migrant	308	96.1	23.2	46.3	19.1	11.4	45.9	N/A	N/A
<b>English Proficiency</b>									
Limited English Proficient	53	96.2	26.3	44.7	15.8	13.2	36.8	I/S	Yes
Non-Limited English Proficient	255	96.1	22.6	46.6	19.7	11.1	47.6	N/A	N/A
<b>Socio-Economic Status</b>									
Subsidized meals	241	95.9	26.8	49.5	17.5	6.2	39.2	Yes	Yes
Full-pay meals	67	97.0	9.6	34.6	25.0	30.8	71.2	N/A	N/A

**Abbreviations for Missing Data**

**N/A** Not Applicable    **N/AV** Not Available    **N/C** Not Collected    **N/R** Not Reported    **I/S** Insufficient Sample

**PACT PERFORMANCE BY GROUP**

	<i>Enrollment 1<sup>st</sup> Day of Testing</i>	<i>% Tested</i>	<i>% Below Basic</i>	<i>% Basic</i>	<i>% Proficient</i>	<i>% Advanced</i>	<i>% Proficient and Advanced</i>
<b>Science</b>							
All Students	308	99.7	43.6	34.6	13.2	8.6	21.8
<b>Gender</b>							
Male	155	99.4	43.8	32.8	15.6	7.8	23.4
Female	153	100.0	43.4	36.4	10.9	9.3	20.2
<b>Racial/Ethnic Group</b>							
White	20	95.0	22.2	38.9	16.7	22.2	38.9
African American	220	100.0	45.1	35.9	13.6	5.4	19.0
Asian/Pacific Islander	12	100.0	18.2	9.1	27.3	45.5	72.7
Hispanic	47	100.0	47.2	36.1	8.3	8.3	16.7
American Indian/Alaskan	2	100.0	I/S	I/S	I/S	I/S	I/S
<b>Disability Status</b>							
Not Disabled	282	99.6	39.6	36.6	14.5	9.4	23.8
Disabled	26	100.0	86.4	13.6	0.0	0.0	0.0
<b>Migrant Status</b>							
Migrant	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Non-Migrant	308	99.7	43.6	34.6	13.2	8.6	21.8
<b>English Proficiency</b>							
Limited English Proficient	53	100.0	52.5	25.0	10.0	12.5	22.5
Non-Limited English Proficient	255	99.6	41.9	36.4	13.8	7.8	21.7
<b>Socio-Economic Status</b>							
Subsidized meals	241	99.6	48.3	36.0	11.3	4.4	15.8
Full-pay meals	67	100.0	25.9	29.6	20.4	24.1	44.4

<b>Social Studies</b>							
All Students	308	99.7	28.8	46.7	13.2	11.3	24.5
<b>Gender</b>							
Male	155	99.4	32.0	45.3	11.7	10.9	22.7
Female	153	100.0	25.6	48.1	14.7	11.6	26.4
<b>Racial/Ethnic Group</b>							
White	20	95.0	0.0	66.7	16.7	16.7	33.3
African American	220	100.0	31.5	45.7	13.6	9.2	22.8
Asian/Pacific Islander	12	100.0	18.2	18.2	9.1	54.5	63.6
Hispanic	47	100.0	19.4	61.1	11.1	8.3	19.4
American Indian/Alaskan	2	100.0	I/S	I/S	I/S	I/S	I/S
<b>Disability Status</b>							
Not Disabled	282	99.6	25.5	48.9	13.2	12.3	25.5
Disabled	26	100.0	63.6	22.7	13.6	0.0	13.6
<b>Migrant Status</b>							
Migrant	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Non-Migrant	308	99.7	28.8	46.7	13.2	11.3	24.5
<b>English Proficiency</b>							
Limited English Proficient	53	100.0	37.5	35.0	7.5	20.0	27.5
Non-Limited English Proficient	255	99.6	27.2	48.8	14.3	9.7	24.0
<b>Socio-Economic Status</b>							
Subsidized meals	241	99.6	33.0	47.3	13.3	6.4	19.7
Full-pay meals	67	100.0	13.0	44.4	13.0	29.6	42.6

**Abbreviations for Missing Data**

**N/A** Not Applicable    **N/AV** Not Available    **N/C** Not Collected    **N/R** Not Reported    **I/S** Insufficient Sample

**PACT PERFORMANCE BY GRADE LEVEL**

	Grade	Enrollment 1 <sup>st</sup> Day of Testing	% Tested	% Below Basic	% Basic	% Proficient	% Advanced	% Proficient and Advanced
<b>English/Language Arts</b>								
2005	3	104	99.0	6.0	36.9	50.0	7.1	57.1
	4	100	100.0	20.2	41.7	38.1	0.0	38.1
	5	104	99.0	12.8	66.0	21.3	0.0	21.3
	6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
2006	8	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	3	105	95.2	12.8	40.7	34.9	11.6	46.5
	4	101	95.0	20.5	48.7	29.5	1.3	30.8
	5	102	95.1	27.8	51.9	19.0	1.3	20.3
	6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
2006	7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	8	N/A	N/A	N/A	N/A	N/A	N/A	N/A
<b>Mathematics</b>								
2005	3	104	99.0	23.8	51.2	19.0	6.0	25.0
	4	100	100.0	28.6	35.7	26.2	9.5	35.7
	5	104	99.0	19.1	56.4	19.1	5.3	24.5
	6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
2006	8	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	3	105	98.1	19.1	42.7	23.6	14.6	38.2
	4	101	95.0	26.9	46.2	15.4	11.5	26.9
	5	102	95.1	24.1	50.6	17.7	7.6	25.3
	6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
2006	7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	8	N/A	N/A	N/A	N/A	N/A	N/A	N/A
<b>Science</b>								
2005	3	104	99.0	39.3	38.1	14.3	8.3	22.6
	4	100	100.0	31.0	40.5	16.7	11.9	28.6
	5	104	99.0	39.4	44.7	11.7	4.3	16.0
	6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
2006	8	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	3	105	100.0	45.1	36.3	13.2	5.5	18.7
	4	101	99.0	46.3	28.0	14.6	11.0	25.6
	5	102	100.0	39.3	39.3	11.9	9.5	21.4
	6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
2006	7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	8	N/A	N/A	N/A	N/A	N/A	N/A	N/A
<b>Social Studies</b>								
2005	3	104	99.0	23.8	42.9	11.9	21.4	33.3
	4	100	100.0	20.2	41.7	29.8	8.3	38.1
	5	104	99.0	30.9	57.4	6.4	5.3	11.7
	6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
2006	8	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	3	105	100.0	18.7	47.3	13.2	20.9	34.1
	4	101	99.0	29.3	50.0	14.6	6.1	20.7
	5	102	100.0	39.3	42.9	11.9	6.0	17.9
	6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
2006	7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	8	N/A	N/A	N/A	N/A	N/A	N/A	N/A

**Abbreviations for Missing Data**

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**SCHOOL PROFILE**

	<b>Our School</b>	<b>Change from Last Year</b>	<b>Elementary Schools with Students Like Ours</b>	<b>Median Elementary School</b>
<b>Students (n= 597)</b>				
First graders who attended full-day kindergarten	100.0%	No change	100.0%	100.0%
Retention rate	2.3%	Up from 1.7%	3.6%	2.8%
Attendance rate	96.8%	Up from 96.1%	96.3%	96.4%
Students with disabilities other than speech taking PACT (ELA) off grade level	5.0%	Up from 4.7%	0.0%	0.0%
Students with disabilities other than speech taking PACT (Math) off grade level	3.6%	No change	0.1%	0.0%
Eligible for gifted and talented	7.7%	Down from 13.9%	7.1%	10.4%
On academic plans	44.0%	N/AV	41.9%	33.6%
On academic probation	22.1%	N/AV	0.4%	1.0%
With disabilities other than speech	6.1%	Up from 4.1%	8.6%	7.5%
Older than usual for grade	1.2%	Up from 0.8%	1.2%	0.8%
Out-of-school suspensions or expulsions for violent &/or criminal offenses	0.2%	Up from 0.0%	0.0%	0.0%
<b>Teachers (n= 54)</b>				
Teachers with advanced degrees	53.7%	Up from 52.0%	51.6%	53.8%
Continuing contract teachers	N/AV		N/AV	N/AV
Classes not taught by highly qualified teachers	11.0%	N/A	2.5%	2.4%
Teachers with emergency or provisional certificates	0.0%	Down from 2.4%	0.0%	0.0%
Teachers returning from previous year	81.9%	Up from 81.7%	87.4%	87.3%
Teacher attendance rate	92.3%	Down from 95.3%	95.1%	94.9%
Average teacher salary	\$39,699	Down 1.5%	\$42,240	\$42,485
Prof. development days/teacher	6.2 days	Down from 10.3 days	13.3 days	13.3 days
<b>School</b>				
Principal's years at school	6.0	Up from 5.0	3.0	4.0
Student-teacher ratio in core subjects	14.1 to 1	Down from 17.6 to 1	17.9 to 1	18.6 to 1
Prime instructional time	88.0%	Down from 88.8%	89.7%	89.7%
Dollars spent per pupil*	\$6,721	Up 4.9%	\$6,742	\$6,557
Percent of expenditures for teacher salaries*	70.1%	Up from 69.4%	63.5%	64.0%
Percent of expenditures for instruction*	76.6%		69.0%	69.1%
Opportunities in the arts	Excellent	Up from Good	Good	Good
Parents attending conferences	99.0%	Up from 98.5%	99.0%	99.0%
SACS accreditation	Yes	No change	Yes	Yes
Character development	Excellent	Up from Good	Excellent	Excellent

\* Prior year audited financial data are reported.

	<b>Our District</b>	<b>State</b>
Classes in low poverty schools not taught by highly qualified teachers	4.1%	6.2%
Classes in high poverty schools not taught by highly qualified teachers	0.0%	10.2%
	<b>State Objective</b>	<b>Met State Objective</b>
Classes not taught by highly qualified teachers in this school	0.0%	No
Student attendance in this school	94.0%*	Yes

\*or greater than last year

**Abbreviations for Missing Data**

N/A Not Applicable   N/AV Not Available   N/C Not Collected   N/R Not Reported   I/S Insufficient Sample

**REPORT OF PRINCIPAL AND SCHOOL IMPROVEMENT COUNCIL**

Conder had several achievements during the 2005-06 academic school year. In 2004-05, our district received a three-year multi-million dollar federal grant, ImPACT, which transformed us into an arts-integrated magnet school. We adopted the acronym S.T.A.R.S., Students Through Arts Reach Success, to communicate our purpose. Through this grant, we have made many cosmetic, structural, and instructional changes. During the summer, a local artist transformed the entrance of our school to resemble a production theater that reflects our theme. We turned a classroom into a dance studio with a certified dance teacher, purchased West African drums and steel drums from Trinidad to teach drums by a certified drumming teacher, purchased Yamaha keyboards to be taught by our music teacher, and hired both a strings and drama teacher. As a result of exemplary instruction, our students performed on a variety of venues.

In addition to the arts grant, Conder is in our second year of implementation of a 21st Century Community Learning Center through the Boys and Girls Club of the Midlands, which we call L.I.N.C. This program provides free after-school and extended year programs that are designed to help students meet academic standards. Because of their participation in L.I.N.C., several of our students have moved from Below Basic scores on the PACT to Basic or above levels, and no longer require after-school services. This enables us to serve more children.

The academic capacity of our school has also increased. Through the Math and Science Unit Initiative with the State Department of Education, a math coach was hired to strengthen teachers' use of standards-based math instruction in order to improve student achievement in mathematics. The math coach's primary tasks include meeting with teams and individual teachers to discuss math plans, conducting classroom observations, co-teaching lessons, and demonstrating appropriate use of tools to enhance and extend instruction. We also hired specialists for first and second grades to help improve the reading of our early childhood students. Both specialists, along with the classroom teacher and an aide, provide appropriate leveled reading instruction to students in small group settings in the classroom. When students have mastered one level, they move to a higher level. Additional opportunities for students to achieve greater academic success are the Chess Academy, Mystery Club, Science Club, and individual tutoring.

Our students are given many opportunities to develop leadership skills through participation in the WEE Deliver Inner-School Post Office, Safety Patrol, bookstore workers, flag bearers, news show anchors, hosts, technicians, dance, drums, strings and chorus performance groups, and the National Junior Beta Club.

Family involvement continues to be a priority for Conder. Parents are invited to participate in S.M.A.R.T. night (Science Math and Related Technology), curriculum nights, the Conder Education Foundation, and the PTA. They are also invited to volunteer in classrooms, chaperone field trips, and supervise our Fun Run. Working together helps faculty, staff, and families meet the needs of our students.

Shirley Watson, Principal  
Claude Reid, SIC Chairperson

**EVALUATIONS BY TEACHERS, STUDENTS, AND PARENTS**

	Teachers	Students*	Parents*
Number of surveys returned	51	90	69
Percent satisfied with learning environment	92.2%	85.1%	93.8%
Percent satisfied with social and physical environment	96.1%	75.3%	86.6%
Percent satisfied with school-home relations	68.0%	81.1%	84.1%

\*Only students at the highest elementary school grade level at this school and their parents were included.